

# Inequality in Teaching and Learning and the Anomaly in Educating Street Children: A Conceptual Literature Review

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## ABSTRACT

*Educating street children is fundamental since it provides learning opportunities and life skills. This study systematically reviews pertinent literature to explore the significance of teaching and learning and highlights the paradox in educating street children. It uses a qualitative descriptive approach and draws on various peer-reviewed sources that address inclusive pedagogical practices towards the education of street children. Mention must be made that while the literature presents worthwhile information about education and street children, it utilizes two different themes. It does not address these two headings together as one. Thus, this research fills that gap. The analysis highlights that although mainstream education does not adequately incorporate all street children, education is necessary because it frequently builds self-concept and provides children with essential strategies. The analysis notes that a healthy self-concept gives these children a sense of belonging, autonomy, and competence within their social environment. Educating street children in regular classroom settings is impossible. This paper mentions some challenges in educating street children and indicates a holistic approach to education, including curriculum design, adequate teacher training, and school inclusion policies. It also provides conceptual insights that may inform educational practitioners, policymakers, and researchers in designing meaningful educational strategies that support these children and augment their self-esteem and ability. Limitations and directions for future empirical research are also discussed.*

**Keywords:** rehabilitate, street children, education, anomaly, discrimination.

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## INTRODUCTION

Educating street children focuses on providing adequate and flexible learning opportunities to assist them in overcoming their challenges and becoming self-sufficient. It also tries to reintegrate them into mainstream education and help them find stable employment. This often involves non-formal education programs, life skills training, and support services to address their unique needs and circumstances. The study about the anomaly in educating street children is fascinating. On the one hand, inclusion strongly advocates that all children study in mainstream classrooms. While this is quite noble, it is not very realistic, especially where the education of street children is concerned. Education demands high discipline, and students must conform to rules and regulations. Moreover, deep concentration is required to achieve the desired goals and perspectives. Street children are the opposite. Life on the streets is horrendous, challenging, and impossible, and they spend their time merely surviving.<sup>1</sup> Furthermore, many in society stigmatize, label, and despise them.<sup>2</sup> Thus, they cannot adjust and conform to teaching and learning in regular classrooms. They are also unable to benefit from inclusion.<sup>3</sup> Within this background, this non-empirical research investigates the inequality in teaching and learning and the anomaly of educating street children. According to the literature, research examines education and street children as separate entities, but does not address them as a combined theme. Thus, this research fills that gap and addresses the research question. Is there inequality in teaching and learning about street children?

### Street Children and Their Reality

Education is a fundamental human right and should be available to all. However, many street children are still deprived of this fundamental right. Living in a street situation makes it hard for them to access basic education, and this puts them at a significant disadvantage and further perpetuates the cycle of poverty and exploitation. Street children repeatedly face barriers to education and social amenities. Some of these include lack of finances, poor health, psychosocial challenges, discrimination and stigma, and lack of a fixed abode. This author strongly argues that education is rudimentary for street children because it can reintegrate them into society. This literature review examines the lives of street children and highlights the importance of trying to educate them.

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<sup>1</sup> Vinodh Pillai, "A Safe Space for Children on Kota Kinabalu's Streets | UNICEF Malaysia," accessed September 2, 2025, <https://www.unicef.org/malaysia/stories/safe-space-children-kota-kinabalu-streets>; Nadja Maryelly de Oliveira Gomes and Eloisa Dutra Caldas, "Street and Drug Use Experiences among Sheltered Children and Adolescents in the Federal District of Brazil," *Journal of Child and Adolescent Psychiatric Nursing* 36, no. 2 (May 2023): 105–13, <https://doi.org/10.1111/jcap.12403>.

<sup>2</sup> Md. Tuhin Mia and Monirul Islam, "LEGAL PROTECTION OF STREET CHILDREN IN BANGLADESH: WITH REFERENCES TO INTERNATIONAL AND NATIONAL LAWS," *Journal of Asian and African Social Science and Humanities* 7, no. 2 (July 5, 2021): 34–49, <https://aarcentre.com/ojs3/index.php/jaash/article/view/231>.

<sup>3</sup> Ayana Chimdessa, "Initiation into the Street, Challenges, Means of Survival and Perceived Strategies to Prevent Plights among Street Children in Addis Ababa, Ethiopia 2019: A Phenomenological Study Design," ed. James Mockridge, *PLOS ONE* 17, no. 8 (August 29, 2022): e0272411, <https://doi.org/10.1371/journal.pone.0272411>.

Alam and Wajidi opined that the anomaly of street children is not only confined to the developed world, but this issue varies globally.<sup>4</sup> Although it is complicated to quantify them accurately, Hamel and Bohr believed that there are millions of street children universally.<sup>5</sup> Although it is labyrinthine and complex to quantify the number of street children accurately, there are tens of millions globally.<sup>6</sup> They further believed that this growing number is a cause of serious concern. They also noted that many of them demonstrate impressive adaptability and resilience. Ahmad et al. suggested that many scholars have coined several definitions of street children that portray their characteristics, nature, and behavior in situations, contexts, environments, and cultural practices.<sup>7</sup> Vameghi et al. and Sugianto and Nugroho surmised that street children are constantly marginalized and experience severe violations of all their rights.<sup>8,9</sup> Alam and Wajidi conjectured that street children are predisposed to poverty and are also susceptible to emotional and physical violence.<sup>10</sup> Fehmi et al., Habtamu Wandimu, and Arindam claimed that extreme poverty and a volatile economy are two major factors that lead to homelessness among children in Pakistan.<sup>11</sup> They further concluded that because these children are easily manipulated, they are targets of abuse and criminal activities. Gomes and Caldas affirmed that street children habitually use drugs and illicit substances as a means of survival.<sup>12</sup> Shitindi also believed that extreme poverty is the leading factor for them becoming homeless.<sup>13</sup> Similarly, Sultana et al. and Bajari and Kuswarno opined that street children are vulnerable and marginalized and face several physical, psychological, and emotional difficulties that grossly curtail their growth and development.<sup>14</sup> Dhawan et al. and

<sup>4</sup> Sarah Alam and Prof. Dr. M. Abuzar Wajidi, "Refining the Street Children with Education," *IOSR Journal of Research & Method in Education (IOSRJME)* 4, no. 3 (2014): 54–57, <https://doi.org/10.9790/7388-04335457>.

<sup>5</sup> Kayla Hamel and Yvonne Bohr, "Resilience in Children and Youth in Street Situations in León, Nicaragua," *Journal of Community Psychology* 52, no. 1 (January 21, 2024): 7–26, <https://doi.org/10.1002/jcop.23079>.

<sup>6</sup> Atsede Alle Ewunetie et al., "Sexual and Reproductive Health Problems and Needs of Street Youths in East Gojjam Zone Administrative Towns, Ethiopia: Exploratory Qualitative Study," *Adolescent Health, Medicine and Therapeutics* Volume 13 (May 2022): 55–66, <https://doi.org/10.2147/AHMT.S358140>.

<sup>7</sup> Yarina Ahmad et al., "SOCIAL CONSTRUCTION AND IDENTITY FORMATION OF 'STREET CHILDREN' IN THE MALAYSIAN CONTEXT," *Journal of Engineering Science and Technology Special Issue on IAC2021*, 2021, 46–61.

<sup>8</sup> Meroe Vameghi et al., "Street Children in Iran: What Are Their Living and Working Conditions? Findings from a Survey in Six Major Cities," *International Journal of Environmental Research and Public Health* 20, no. 7 (March 27, 2023): 5271, <https://doi.org/10.3390/ijerph20075271>.

<sup>9</sup> Claudia F Sugianto and F Nugroho, "Factors That Motivate Street Children in Making Decision to Get Out of Street Life in Jakarta," 2021, <https://doi.org/10.2991/assehr.k.210304.058>.

<sup>10</sup> Alam and Wajidi, "Refining the Street Children with Education."

<sup>11</sup> Alia Fehmi, Rizwan Ali Shinwari, and Shahid Ali, "Assessment of the Status of Out-of-School Street Children in Islamabad and Rawalpindi Cities, Pakistan," *Liberal Arts and Social Sciences International Journal (LASSIJ)* 8, no. 1 (May 26, 2024): 48–63, <https://doi.org/10.47264/idea.lassij/8.1.3>; Habtamu Wandimu Alem and Arindam Laha, "Livelihood of Street Children and the Role of Social Intervention: Insights from Literature Using Meta-Analysis," *Child Development Research* 2016 (November 17, 2016): 1–13, <https://doi.org/10.1155/2016/3582101>.

<sup>12</sup> Gomes and Caldas, "Street and Drug Use Experiences among Sheltered Children and Adolescents in the Federal District of Brazil."

<sup>13</sup> Jeston Shitindi, "Influence of Poverty on Streetism of Children in Dar Es Salaam and Dodoma Cities," *Journal of Poverty, Investment and Development* 8, no. 1 (January 27, 2023): 1–15, <https://doi.org/10.47604/jpid.1743>.

<sup>14</sup> Mst. Tahmina Sultana et al., "Impact of Drug Addiction on Street Children: Perspective Dhaka City," *OALib* 11, no. 01 (2024): 1–19, <https://doi.org/10.4236/oalib.1111080>; Atwar Bajari and Engkus Kuswarno, "Violent Language in the Environment of Street Children Singer-Beggars," *Heliyon* 6, no. 8 (August 2020): e04664, <https://doi.org/10.1016/j.heliyon.2020.e04664>.

Nigatu also believed that street children frequently struggle for survival amidst violence and poverty.<sup>15</sup> Because their safety is neglected by society, child abuse becomes more acute.

Street children habitually encounter several difficulties like acute hunger, inadequate shelter, lack of clothing, few chances for education and health care, and other welfare services. Some of them also have deep psychological and social issues that keep them distant from mainstream society.<sup>16</sup> Initiatives to provide them with basic numeracy and literacy skills often face several obstacles. They are constantly discriminated against, and they do not have proper documentation, and some of their goals and aspirations deter them from attending formal school.<sup>17</sup> In addition, Dhawan et al. affirmed that these children are vulnerable and susceptible to all types of communicable diseases and substance abuse, and supported this narrative.<sup>18</sup> Further, Adefris et al. affirmed that street life is horrific and unbearable, and street children are entirely excluded from society.<sup>19</sup> Chimdessa and Lukusa et al. surmised that street children are utterly defenseless to abuse and harassment.<sup>20</sup> Endris and Sitota stated that because of several unfortunate factors, there are many homeless children.<sup>21</sup> Kaplan and Çuhadar noted that homeless children are filled with aggression and anger.<sup>22</sup> According to Vameghi et al. and Fitriani et al., the issue of homelessness is increasing rapidly.<sup>23</sup> Alem and Laha opined that street children encounter many physical and mental problems, and this research tries to ascertain whether education can address some of these issues.<sup>24</sup>

<sup>15</sup> Anju Dhawan et al., "Characteristics Associated with Substance Use and Non-Use Among Street Children in Delhi, India: A Community-Based Cross-Sectional Epidemiological Study," *Indian Journal of Psychological Medicine* 46, no. 1 (January 31, 2024): 46–54, <https://doi.org/10.1177/02537176231199209>; Abel Nigatu et al., "Undernutrition and Determinants among Adolescent Street Children in DireDawa City, Eastern Ethiopia: Vulnerability Assessment," *Nutrition* 119 (March 2024): 112307, <https://doi.org/10.1016/j.nut.2023.112307>.

<sup>16</sup> UNICEF, "The State of the World's Children 2021: On My Mind – Promoting, Protecting and Caring for Children's Mental Health" (New York, 2021), <https://www.unicef.org/media/114636/file/SOWC-2021-full-report-English.pdf>.

<sup>17</sup> Waode Ade Sarasmita Uke and Dra. Irawaty, "Street Children's Problem in Getting Education: Economic and Parental Factors," *Mediterranean Journal of Social Sciences* 9, no. 1 (January 1, 2018): 103–8, <https://doi.org/10.2478/mjss-2018-0010>.

<sup>18</sup> Dhawan et al., "Characteristics Associated with Substance Use and Non-Use Among Street Children in Delhi, India: A Community-Based Cross-Sectional Epidemiological Study"; Michael L. Goodman et al., "Enabling Structural Resilience of Street-Involved Children and Youth in Kenya: Reintegration Outcomes and the Flourishing Community Model," *Frontiers in Psychology* 14 (August 23, 2023), <https://doi.org/10.3389/fpsyg.2023.1175593>.

<sup>19</sup> Dereje Adefris, Kuany Gatbel, and Sigrun Marie Moss, "Locational Citizenship, Exclusion and Inclusion. The Case of Street Children in Ethiopia," *European Journal of Social Psychology* 54, no. 2 (March 25, 2024): 415–30, <https://doi.org/10.1002/ejsp.3020>.

<sup>20</sup> Chimdessa, "Initiation into the Street, Challenges, Means of Survival and Perceived Strategies to Prevent Plights among Street Children in Addis Ababa, Ethiopia 2019: A Phenomenological Study Design"; J M Lukusa et al., "Sexual Violence among Street Children in Urban Areas (Case of the City of Lubumbashi in 2021)," *Open Access Library Journal* 2024 (1117): 11175, <https://doi.org/10.4236/oalib.1111175>.

<sup>21</sup> Sofiya Endris and Galata Sitota, "Causes and Consequences of Streetism among Street Children in Harar City, Ethiopia," *International Journal of Education and Literacy Studies* 7, no. 2 (April 30, 2019): 94, <https://doi.org/10.7575/aiac.ijels.v.7n.2p.94>.

<sup>22</sup> Veysel Kaplan and Döndü Çuhadar, "The Levels of Anger and Aggression in Street Children with Substance Dependence," *Journal of Child and Adolescent Psychiatric Nursing* 33, no. 4 (November 20, 2020): 239–47, <https://doi.org/10.1111/jcap.12275>.

<sup>23</sup> Vameghi et al., "Street Children in Iran: What Are Their Living and Working Conditions? Findings from a Survey in Six Major Cities"; Lisa Fitriani, Sanisah Saidi, and Suryani Sulistiana Susanti, "What Do Street Children Need in the Shelter Home: A Narrative Review Study?," *Journal of Language and Health* 5, no. 1 (April 30, 2024): 195–202, <https://doi.org/10.37287/jlh.v5i1.3384>.

<sup>24</sup> Alem and Laha, "Livelihood of Street Children and the Role of Social Intervention: Insights from Literature Using Meta-Analysis."

## Street Children and Education: An Overview

Masud noted that the number of street children is increasing, and some governmental institutions are trying to address some of their basic needs.<sup>25</sup> Although they provide food, water, clothing, and shelter, they do not fully address the educational needs of these children. Le Fanu et al surmised that in the last three decades, educators have been aware of reviewing their teaching and learning styles and becoming more inclusive.<sup>26</sup> This was attributed to the ratification of international agreements about the rights of children concerning the Salamanca Statement,<sup>27</sup> and the Dakar Framework for Action.<sup>28</sup> In September 2015, the 193 countries of the UN General Assembly adopted the 2030 Development Agenda, and the United Nations recommended that countries provide inclusive education for all children with disabilities by 2030.<sup>29</sup> Although this Agenda 2030 provides a solid foundation for universal education, it only refers to inclusive education and does not explicitly define it.<sup>30</sup> On the one hand, inclusive education speaks about embracing all students. On the other hand, street children are excluded from the system.<sup>31</sup> This creates inequality in the education system, and many street children remain excluded from mainstream classrooms. Aftab et al. opined that although inclusive education is important, it must be implemented appropriately to benefit all students.<sup>32</sup> Rodriguez opined that many obstacles still prevent street children from learning.<sup>33</sup> However, Ryan and Pillai noted that although homeless children are at risk and encounter numerous challenges, they still want to learn.<sup>34</sup> In addition, educators can be instrumental in transforming the lives of street children through education. Many of these children view school as a heaven, a place of refuge, a personal space, a place where friendship is created and maintained.<sup>35</sup> In addition, Sugianto and Nugroho opined that while these

<sup>25</sup> Shazina Masud and Susan Keller Mathers, "Developing a Creative Learning Format for Street Children," *Creativity and Change Leadership Graduate Student Master's Projects*, May 1, 2019, <https://digitalcommons.buffalostate.edu/creativeprojects/294>.

<sup>26</sup> Guy Le Fanu, Elena Schmidt, and Bhavisha Virendrakumar, "Inclusive Education for Children with Visual Impairments in Sub-Saharan Africa: Realising the Promise of the Convention on the Rights of Persons with Disabilities," *International Journal of Educational Development* 91 (May 2022): 102574, <https://doi.org/10.1016/j.ijedudev.2022.102574>.

<sup>27</sup> España. UNESCO, "World Conference on Special Needs Education: Access and Quality, Salamanca," 1994, <https://unesdoc.unesco.org/ark:/48223/pf0000098427>.

<sup>28</sup> UNESCO, "The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments (Including Six Regional Frameworks for Action) - UNESCO Digital Library," UNESDOC Digital Library, 2000, <https://unesdoc.unesco.org/ark:/48223/pf0000121147>.

<sup>29</sup> Department of Economic and Social Affairs and Sustainable Development, "Transforming Our World: The 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs," United Nations, 2015, <https://sdgs.un.org/2030agenda>.

<sup>30</sup> Cynthia Uthayakumar, "Realising Street Children's Right to Education - CSC," 2019, <https://www.streetchildren.org/news-and-updates/realising-street-childrens-right-to-education/>.

<sup>31</sup> Sugianto and Nugroho, "Factors That Motivate Street Children in Making Decision to Get Out of Street Life in Jakarta."

<sup>32</sup> Dr. Muhammad Javed Aftab, Faisal Amjad, and Hira Chaudhry, "Inclusive Education Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms," *Academy of Education and Social Sciences Review* 4, no. 3 (August 31, 2024): 439–53, <https://doi.org/10.48112/aessr.v4i3.824>.

<sup>33</sup> Leah Rodriguez, "Understanding How Poverty Is the Main Barrier to Education," accessed September 2, 2025, <https://www.globalcitizen.org/en/content/poverty-education-satistics-facts/>.

<sup>34</sup> Elizabeth Mary Ryan, "Supporting Children Who Are Homeless in the Classroom Supporting Children Who Are Homeless in the Classroom Running Heading: SUPPORTING CHILDREN WHO ARE HOMELESS Supporting Children Who Are Homeless in the Classroom," accessed September 2, 2025, <https://scholars.unh.edu/honors/395>; Pillai, "A Safe Space for Children on Kota Kinabalu's Streets | UNICEF Malaysia."

<sup>35</sup> Ryan, "Supporting Children Who Are Homeless in the Classroom Supporting Children Who Are Homeless in the Classroom Running Heading: SUPPORTING CHILDREN WHO ARE HOMELESS Supporting Children Who Are Homeless in the Classroom";

children should be concerned with learning, their lives are frequently filled with harsh and unfriendly circumstances.<sup>36</sup> Street children, like their counterparts, are supposed to cherish education and enjoy quality time with friends, but that is not their reality.

Like other children, those who live on the street must have a dignified, meaningful, and worthy life with close links to society. Education could improve their health, alleviate poverty, and protect them from harmful threats. Scanlon et al. (1998) opined that education is vital for street children because it can give them a better standard of living and remove them from violence and harm.<sup>37</sup> Alam and Wajidi, with Sulaiman et al., noted that although most homeless children are indeed involved in unhealthy and unproductive practices and activities, many of them want a different lifestyle.<sup>38</sup> It is instructive to note that the International Day of Street Children was observed in Islamabad on April 12, 2014. More than sixty (60) children from the slums vehemently demanded that the government address their plight, especially that of education. They complained that they were denied admission to public and private schools. They also claimed that they were mistreated by society. Alam and Wajidi further affirmed that education should be available for street children because it is fundamental.<sup>39</sup>

### **Education on the Streets**

The World Health Organization affirmed that one of the significant roles in teaching is educating street children.<sup>40</sup> First, there must be a needs assessment, which assists in planning lessons to be relevant and purposeful. It is fundamental to ascertain these children's goals, ambitions, desires, and dreams. Hence, the World Health Organization offered the following suggestions to facilitate the teaching and learning of street children.<sup>41</sup> The general aim of educating street children is to teach them how to acquire purposeful knowledge, skills, and behavior. When information is disseminated to street children, they receive pertinent guidance on the dangers of using illegal substances and the benefits of cultivating productive attitudes. This knowledge enables them to change undesirable behaviors and adopt meaningful ones. Life skills can be learned through habitual repetition and practice. This can be a collaborative effort since it permits them to obtain the facts and practice them simultaneously. Growth-promoting attitudes allow these children to think and behave in ways that are acceptable to society. They can cultivate healthy attitudes and a deep sense of self-worth and self-identity if supported and encouraged. Acceptable attitudes frequently facilitate the acquisition of knowledge and the learning of purposeful skills. It must be noted

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Bagas Adi Atma, Fatun Fatimah Azahra, and Ali Mustadi, "Teaching Style, Learning Motivation, and Learning Achievement: Do They Have Significant and Positive Relationships?," *Jurnal Prima Edukasia* 9, no. 1 (January 2, 2021), <https://doi.org/10.21831/jpe.v9i1.33770>.

<sup>36</sup> Sugianto and Nugroho, "Factors That Motivate Street Children in Making Decision to Get Out of Street Life in Jakarta."

<sup>37</sup> T. J Scanlon et al., "Street Children in Latin America," *BMJ* 316, no. 7144 (May 23, 1998): 1596–1600, <https://doi.org/10.1136/bmj.316.7144.1596>.

<sup>38</sup> Alam and Wajidi, "Refining the Street Children with Education"; Sabri Sulaiman et al., "Growing up on the Street: Barriers to Educational Services Among Street Children in Malaysia," *Journal of Social Service Research*, May 14, 2024, 1–14, <https://doi.org/10.1080/01488376.2024.2348536>.

<sup>39</sup> Alam and Wajidi, "Refining the Street Children with Education."

<sup>40</sup> World Health Organization, "Working with Street Children: A Training Package on Substance Use, Sexual and Reproductive Health Including HIV/AIDS," 2012, <https://www.who.int/publications/i/item/working-with-street-children-a-training-package-on-substance-use-sexual-and-reproductive-health-including-hiv-aids>.

<sup>41</sup> World Health Organization.



that imparting knowledge, life skills, and proper attitudes is progressive, developmental, and time-consuming, but not impossible to attain.<sup>42</sup>

Cahyani et al. argued that education is rudimentary for proper survival.<sup>43</sup> They further avouched that it empowers people to optimize their proficiency and competency and thus trigger their intentions and aspirations. Cahyani et al. also suggested that inclusive education ought to meet the needs of all students, even people experiencing homelessness, and by extension, this includes street children.<sup>44</sup> This means that it ought to realize, recognize, and accept that all children can learn. Hasan et al. argued that education is indispensable and must be afforded to all street children.<sup>45</sup> Consortium for Children Street also implied that inclusive education is imperative and can be rehabilitative.<sup>46</sup> Although the various perspectives offered by authors are worthwhile, homeless children still cannot appreciate them. Edinyang et al. claimed that parents and significant others must take an active role in the education of these children.<sup>47</sup> Anthony and James noted that policymakers should lobby for this cause.<sup>48</sup>

Setyowati and Imron offered a possible model to empower and rehabilitate homeless children using street schools.<sup>49</sup> Through these schools, they try to motivate and assist female street children, and one of the principal objectives is to shelter them and ultimately remove them from the streets. Lumbanraja argued that there must be an alternative approach to education programs for street children.<sup>50</sup> This alternative is home-based education, which builds a civilized, authorized, and distinguished camaraderie among low-income people with insufficient resources to enjoy educational facilities. Harackiewicz et al. noted that education must emancipate and energize others.<sup>51</sup> It must stimulate their cognition, promote thinking, and maximize their potential. Moreover, the syllabi delivery must be dynamic and engaging to grasp students' attention. Abdurahimovna and Zaynalobidinovna noted that education is an integral component of life.<sup>52</sup> Sadikovna and Azimjon opined that inclusive education

<sup>42</sup> World Health Organization.

<sup>43</sup> Atika Indah Cahyani, Achmad Hufad, and Iip Saripah, "Implementation of Inclusive Education Program for Street Children in Filial School of SMA N 11 Palembang," *Digital Press Social Sciences and Humanities* 7 (October 19, 2021): 00003, <https://doi.org/10.29037/digitalpress.47393>.

<sup>44</sup> Cahyani, Hufad, and Saripah.

<sup>45</sup> Md. Jahid Hasan and Nazmun Nahar Chaittee, "Reasons behind the Dropout of Street Children from Non-Formal Primary Education Program," *International Journal for Educational and Vocational Studies* 4, no. 2 (April 30, 2022): 81, <https://doi.org/10.29103/ijevs.v0i0.5612>.

<sup>46</sup> Consortium for Street Children, "Global Network Defending Street Children's Rights - CSC," 2019, <https://www.streetchildren.org/>.

<sup>47</sup> S. D. Edinyang et al., "Parental Educational Level and Increase in Street Children in Calabar Metropolis, Cross River State, Nigeria," *Mediterranean Journal of Social Sciences* 11, no. 3 (May 10, 2020): 71, <https://doi.org/10.36941/mjss-2020-0031>.

<sup>48</sup> Anthony Abayomi Adebayo and James Adeola Olaogun, "Gender Imperatives of Children Street Hawking and Its Effect on Children's Education in Olorunda Local Government Area, Osun State, Nigeria | Gender and Behaviour," 17 Sabinet § (2019), <https://journals.co.za/doi/10.10520/EJC-16f1561971>.

<sup>49</sup> Raden Roro Nanik Setyowati and M.A. Ali Imron, "The Development Model of Street Girls Empowerment in Surabaya," *Mediterranean Journal of Social Sciences*, December 25, 2015, <https://doi.org/10.5901/mjss.2016.v7n1p562>.

<sup>50</sup> Christian Felix Lumbanraja and Emilia Rusdiana, "Legal Analysis of Access to Non-Formal Education for Street Children," *Journal of Insan Mulia Education* 3, no. 1 (April 25, 2025): 16–27, <https://doi.org/10.59923/joinme.v3i1.414>.

<sup>51</sup> Judith M. Harackiewicz, Jessi L. Smith, and Stacy J. Priniski, "Interest Matters," *Policy Insights from the Behavioral and Brain Sciences* 3, no. 2 (October 7, 2016): 220–27, <https://doi.org/10.1177/2372732216655542>.

<sup>52</sup> Botirova Zuhrahon Abdurahimovna and Khoshimova Muazzamkhan Zaynalobidinovna, "REFORMS IN THE PRESCHOOL EDUCATION SYSTEM AND THEIR EFFECTIVE RESULTS," *Web of Scientist: International Scientific Research Journal* 4, no. 3 (March 26, 2023): 1042–47, <https://doi.org/10.17605/OSF.IO/JFZK8>.

requires the creation of more opportunities for children with minimal access to education in general educational establishments and, in this way, favorable conditions for children, especially those with disabilities.<sup>53</sup> While these ideas have merit and will benefit people experiencing homelessness, they still do not address the constant discrimination that street children continue to suffer, and this deepens the anomaly of street children.

Mukhtoraliyevna and Kizi surmised that the delivery of the curricula could include games.<sup>54</sup> They further added that the use of didactics is practical. Didactic games differ in form from creative games conducted in kindergarten, which educators explain through narration and ask students individually, strengthening learning. Didactic games are dynamic, engaging, and conducted at an enjoyable, understandable level for students. To succeed, students accomplish these exercises wholeheartedly and become acquainted with the different elements and didactic tasks. Didactic games assist in comprehending the purpose of each lesson, the essence, and the tasks of each exercise.

Masud resolutely suggested that Mobile Learning can be utilized to educate street children.<sup>55</sup> Mobile Learning brings teaching and learning to the streets to engage the children. Since it is flexible, it ensures that street children access the learning opportunity, without worrying about transportation or a fixed schedule that would not coincide with their activities of earning money and surviving on the streets. Mobile Learning focuses on teaching life skills that incorporate self-awareness, self-realization, and self-actualization, accentuating the importance of verbal and non-verbal communication. It probes into the emotional and teaches children how to recognize, acknowledge, and accept their feelings and how to keep safe on the streets. It also instructs them about adolescence, puberty, sexuality, and the importance of maintaining general hygiene. It addresses the harmful use of drugs and illegal substances. It also pays particular attention to ethics and human rights issues, equipping them with decision-making tactics and accepting responsibility for their actions. It instructs them about the fundamentals of their civic duties.<sup>56</sup> While the ideas presented above are valuable, Muthik et al. noted that many issues still affect the achievement of students, especially street children, and Karadağ noted that motivation is one of them.<sup>57</sup> According to Karadağ, motivation is the ability to accomplish goals and objectives, and if students are content with the delivery of the curriculum, they will always maximize their abilities.<sup>58</sup> Alam and Wajidi affirmed that they must be motivated to become more productive and that education is a key

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<sup>53</sup> Rakhimova Khurshidakhon Sadikovna and Oppoxo'jayev Xojixuja Azimjon o'g'li, "THE IMPORTANCE OF INCLUSIVE EDUCATION IN SOLVING THE PROBLEM OF EQUALITY IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS," *Web of Scientist: International Scientific Research Journal* 4, no. 3 (March 18, 2023): 757–64, <https://doi.org/10.17605/OSF.IO/CSAE5>.

<sup>54</sup> Zokirova Sohiba Mukhtoraliyevna and Mahmudova Bakhridil Bakhtiyorjon kizi, "Educational Importance Of Using Didactic Games," *Journal of Pedagogical Inventions and Practices* 19 (April 10, 2023): 104–7, <https://zienjournals.com/index.php/jpip/article/view/3708>.

<sup>55</sup> Masud and Mathers, "Developing a Creative Learning Format for Street Children."

<sup>56</sup> Masud and Mathers.

<sup>57</sup> Affiana Muthik, Arif Muchyidin, and Alif Ringga Persada, "The Effectiveness Of Students' Learning Motivation On Learning Outcomes Using The Reciprocal Teaching Learning Model," *Journal of General Education and Humanities* 1, no. 1 (July 8, 2022): 21–30, <https://doi.org/10.58421/gehu.v1i1.7>; Engin Karadağ, *The Factors Affecting Student Achievement*, ed. Engin Karadağ (Cham: Springer International Publishing, 2017), <https://doi.org/10.1007/978-3-319-56083-0>.

<sup>58</sup> Karadağ, *The Factors Affecting Student Achievement*.



factor.<sup>59</sup> According to Alam and Wajidi, education can improve their quality of life.<sup>60</sup> Filgona et al (2020) also noted that motivating students in the educational process is essential, which is a great challenge.<sup>61</sup> The chief objective of educators is not only to deliver the curriculum but to help students become interested in the material presented. When motivated, students thirst to learn and comprehend more, build their knowledge base, and frequently master their objectives. Filgona et al affirmed that educators need to demonstrate the study's relevance and try to sustain the interest of all students.<sup>62</sup>

Edmonds et al. recommended that education must be focused on children, and it ought to acknowledge their capabilities.<sup>63</sup> Based on her program in Jinja, Uganda, she recommended that interested persons could be involved in Street Work. This incorporates guidance and counseling, imparting life skills caringly, and assisting children to reintegrate with their families. She further opined that Street Work uses good humor and tenacity, tries to resolve issues, and affords children a good self-concept. Moreover, it embraces the welfare and good gesture of the community, affirming street children's education and well-being. This notion of educating street children is very demanding, abstruse, and unclear, as life on the streets presents many impediments and barriers that do not foster the delivery of the curricula and thus grossly impede the entire teaching and learning process. Moreover, constant prejudice against these children is apparent, and this only exacerbates their anomaly.

### **Street Life and the Possibility of Street Education**

Street children encounter numerous problems, including the absence of love, care, and compassion from citizens and their families. These children are habitually subjected to all types of exploitation, are frequently exposed to communicable diseases, and are vulnerable to malnutrition.<sup>64</sup> Because the meager wages they earn are insufficient, many girls are at a greater danger of being sexually abused because they are repeatedly assaulted by their male peers and even law enforcement officials. Unsurprisingly, these children are abashed and compelled into illegal activities, prostitution, begging, and illicit substances.<sup>65</sup> It can be deduced that street children are susceptible to acquiring non-productive behaviors and dishonorable habits, which are not conducive to education in mainstream schools. According

<sup>59</sup> Alam and Wajidi, "Refining the Street Children with Education."

<sup>60</sup> Alam and Wajidi.

<sup>61</sup> Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies*, September 9, 2020, 16–37, <https://doi.org/10.9734/ajess/2020/v10i430273>.

<sup>62</sup> Filgona et al.

<sup>63</sup> Ruth Edmonds, Alfred Ochaya, and Nicola Sansom, "The Role of Resilience Processes in Education and Well-Being Outcomes for Separated Children in Uganda: Exploring Street-Connected Children's Pathways through a Resilience-Based Programme and Beyond," *Global Studies of Childhood* 12, no. 1 (March 12, 2022): 14–26, <https://doi.org/10.1177/20436106221082677>.

<sup>64</sup> Sibnath Deb, Aleena Maria Sunny, and Bishakha Majumdar, "Street Children: The Paradox of Untapped Human Resources," in *Disadvantaged Children in India* (Singapore: Springer Singapore, 2020), 1–47, [https://doi.org/10.1007/978-981-15-1318-3\\_1](https://doi.org/10.1007/978-981-15-1318-3_1).

<sup>65</sup> Padmore Adusei Amoah and Kingsley Atta Nyamekye, "Understanding Relations between Access to Healthcare, Social Capital, and Health-Related Well-Being of Street-Involved Children in Ghana," 2022, 297–311, [https://doi.org/10.1007/978-3-031-01783-4\\_19](https://doi.org/10.1007/978-3-031-01783-4_19); Ewunetie et al., "Sexual and Reproductive Health Problems and Needs of Street Youths in East Gojjam Zone Administrative Towns, Ethiopia: Exploratory Qualitative Study"; Mercy Akinyi Odoyo, Joseph Kavulya, and Wilkins Ndege Muhingi, "Participatory Strategies by PBOs on Street Children's Well-Being in Mathare Sub County in Nairobi City County, Kenya," *The International Journal of Humanities & Social Studies* 7, no. 9 (September 30, 2019), <https://doi.org/10.24940/theijhss/2019/v7/i9/HS1909-031>.

to the literature, these children lack basic numeracy and literacy skills and proper direction from adults and significant others.<sup>66</sup> Hence, they continually adopt undesirable customs such as smoking, drinking, and even indulging in illicit substances. Some of them also engage in unlawful and criminal undertakings like stealing and selling illegal substances. These children are indefatigably faced with deep emotional, social, educational, and intellectual issues. Moreover, they are completely unrecognized, discarded by society, and considered a total annoyance, constituting their anomaly. This unremitting disregard by society repeatedly aggravates and intensifies homelessness. Substantial, significant, and purposeful efforts must address this issue adequately. Adequate care and due attention must be provided to these children so they can have opportunities for a brighter future. How can this be possible in this volatile environment? Hence, their anomaly widens and deepens.

Consortium for Street Children recognized that this phenomenon is convoluted.<sup>67</sup> On one hand, the Consortium for Street Children stated that some law enforcement personnel honestly try to unite homeless children with their families and protect them from abuse.<sup>68</sup> While these officers have made little difference, many street children are still fearful, skeptical, and cautious about those who try to assist them. On the other hand, the Consortium for Street Children acknowledged that some law enforcement officers habitually terrorize and intimidate these children.<sup>69</sup> These continuous threats compound discrimination and make the children more susceptible and terrified of the officers. This grossly hampers all efforts to educate them. While inclusive education may try to incorporate them, it is seemingly impossible, and this constitutes their anomaly. Consortium for Street Children also noted that it is not unusual for these officers to enlist these children in illegal activities and reward them with little money.<sup>70</sup> This appears attractive, and these children unwittingly cooperate, and the situation compounds. It is common to blame these children for crimes and unfortunate circumstances.

This deliberate abuse has serious negative repercussions. According to the Consortium for Street Children, these children are often raped, and hence they feel embarrassed and reluctant to report the cases.<sup>71</sup> Thus, the transgressors go unpunished and continue the same illegal behaviors with even more power and authority.<sup>72</sup> According to Kertati and Cristiani, homeless children are annoying because they obstruct the flow of movement on the streets

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<sup>66</sup> Elma Kaiser and Allison N. Sinanan, "Survival and Resilience of Female Street Children Experiencing Sexual Violence in Bangladesh: A Qualitative Study," *Journal of Child Sexual Abuse* 29, no. 5 (July 3, 2020): 550–69, <https://doi.org/10.1080/10538712.2019.1685615>; Mia and Islam, "LEGAL PROTECTION OF STREET CHILDREN IN BANGLADESH: WITH REFERENCES TO INTERNATIONAL AND NATIONAL LAWS"; Sheila Ramaswamy and Shekhar Seshadri, "Children on the Brink: Risks for Child Protection, Sexual Abuse, and Related Mental Health Problems in the COVID-19 Pandemic," *Indian Journal of Psychiatry* 62, no. 9 (2020): 404, [https://doi.org/10.4103/psychiatry.IndianJPsychiatry\\_1032\\_20](https://doi.org/10.4103/psychiatry.IndianJPsychiatry_1032_20).

<sup>67</sup> Consortium for Street Children, "Global Network Defending Street Children's Rights - CSC."

<sup>68</sup> Consortium for Street Children.

<sup>69</sup> Consortium for Street Children.

<sup>70</sup> Consortium for Street Children.

<sup>71</sup> Consortium for Street Children.

<sup>72</sup> The Youth Endowment Fund Charitable Trust, "Children, Violence and Vulnerability 2022," 2022, [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3).

and pavements.<sup>73</sup> In addition, some parents allow their young children to be unsupervised on the streets, and this makes them more vulnerable and susceptible. Vameghi et al. and UNICEF argued that street children are among the most disenfranchised globally, who experience infringement of their rights and face multiple inadequacies.<sup>74</sup>

Kaplan and Çuhadar posited that children work and are homeless for multiple reasons.<sup>75</sup> Some are abuse in the family, poverty, lack of opportunities, and negative peer pressure. In addition, these reasons can vary depending on whether children are in industrial or developing countries. Human Rights Watch stated that police abuse is a grave issue. Many officers use excessive force to try to force these children from the streets. In addition, many security firms employ people to remove street children from the streets. Karami et al. offered the following factors that contribute to the presence of street children.<sup>76</sup> Some of these include inadequate facilities at home, dire poverty, injustice, unemployment, and unequal distribution of income. In addition, cultural and social issues, migration, war, changing social values, cultural gaps between generations, social conflicts, failure, and lack of child protection laws, and lack of support institutions are among them. According to Karami et al., family factors include prominent families, family history of misdemeanor and drug addiction, and mental illness.<sup>77</sup> Most families are also unaware of the movements and undesirable behavior. In addition, individual, biological, or psychological components include children's different characteristics and personality traits, unemployment, and low income. Many large families have improper supervision of the children.<sup>78</sup> Karami et al. suggested two approaches to address these issues.<sup>79</sup> Interventional approaches can be classified into preventive, corrective, and reconstructive. Preventive approaches do not have fixed programs for street children, but their chief goal is to prevent them from becoming homeless. This approach addresses poor children and their families, while corrective programs assist homeless children to elevate their situations and integrate them into their families and communities.<sup>80</sup>

Setyowati et al. claimed that street children are often seen as a problem, and there are no practical guidelines to address this occurrence.<sup>81</sup> Appreciating homeless children and comprehending their abilities is primordial for improving their social, intellectual, and economic scenarios. Many of them, unfortunately, have undesirable habits and demonstrate

<sup>73</sup> Indra Kertati and Charis Cristiani, "The Significance of a Community Institution on Education of Street Children in Semarang City," *International Journal of Social Science And Human Research* 05, no. 11 (November 2, 2022): 4854–59, <https://doi.org/10.47191/ijsshr/v5-i11-06>.

<sup>74</sup> Vameghi et al., "Street Children in Iran: What Are Their Living and Working Conditions? Findings from a Survey in Six Major Cities"; UNICEF, "Transformative Action for Children in the Decade of Action Transformative Action to Accelerate Results for Children in Street Situations in the Decade of Action," 2020.

<sup>75</sup> Kaplan and Çuhadar, "The Levels of Anger and Aggression in Street Children with Substance Dependence."

<sup>76</sup> Nahid Karami, Tahmouras Aghajani, and Nasrollah Ansarinejad, "The Relationship between Social Support and Attitude towards the Police on Street Children," *Iranian Sociological Review Vol. 26* 9 26, no. 4 (December 1, 2017): 9, <http://sanad.iau.ir/en/Journal/ijss/Article/804828>.

<sup>77</sup> Karami, Aghajani, and Ansarinejad.

<sup>78</sup> Karami, Aghajani, and Ansarinejad.

<sup>79</sup> Karami, Aghajani, and Ansarinejad.

<sup>80</sup> Vameghi et al., "Street Children in Iran: What Are Their Living and Working Conditions? Findings from a Survey in Six Major Cities."

<sup>81</sup> Nanik Setyowati and Ali Imron, "The Development Model of Street Girls Empowerment in Surabaya."

unproductive behaviors. Arnell and Thunberg indicated that the little assistance drop-in shelters provide is insufficient.<sup>82</sup> The fundamental rights of these children must also be fulfilled, so that they are liberated from violence and danger.

## METHOD

Data were collected from contemporary research using several databases. Some included EBSCO, Elton B. Stephens Company, which provides research databases, library technology, and other valuable resources to libraries, universities, colleges, corporations, and government agencies. In addition, a comprehensive hand screening of relevant journals was conducted. The following terms and words were used to maintain the objective and find current literature: rehabilitation, anomaly, discrimination, stigmatization, labeling, prejudice, street children, and inclusive education. Thus, this research involved carefully investigating appropriate techniques such as text criticism, critical examination of biographical studies, and narrative analysis. The combinations of these various methods carefully answered the research question. Is there inequality in teaching and learning about street children?

While this study contributed to understanding the inequality in teaching and learning, there are limitations in educating street children. The methods only highlighted personal observations, integrative literature, reflection on contemporary events, and the authority and experience of various authors. However, it was not grounded in practical observation and first-hand experimentation. Since empirical data did not support the arguments presented, they are more susceptible to criticism. In addition, this research may have excluded some relevant studies because capturing all the information available in online databases was impossible. This research did not include fieldwork and the voices, experiences, thoughts, and opinions of those involved in the education of street children. It also excluded the voices and perspectives of street children. In this regard, further studies could incorporate both non-empirical and empirical methods. These methods could also embrace both the field of science and the research outcome being analyzed.

## DISCUSSION

### Result

This segment is focused on the significance of Bandura's Social Cognitive Theory and its theoretical components, such as self-efficacy, in the classroom. It strongly advocates that building proper self-efficacy among street children is vital. As noted in the literature review, while many researchers advocated the importance of education, they failed to appreciate the significance of possessing solid self-esteem.

Street Children and Self-Efficacy

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<sup>82</sup> Linda Arnell and Sara Thunberg, "Young Children's Lives at Domestic Violence Shelters: Mothers' Perspectives on Their Children's Experiences," *Child and Adolescent Social Work Journal* 42, no. 1 (February 22, 2025): 123–34, <https://doi.org/10.1007/s10560-023-00948-7>.

The Social Cognitive Theory is derived from the Social Learning Theory, which is a developmental psychology that focuses on individuals observing others.<sup>83</sup> The theory later incorporated cognition to explain human behavior through the mental abilities of individuals and their capacity to respond to these modeling attributes. Generally, it addresses how individuals are motivated and can inspire others to do the same.<sup>84</sup> According to Bhati, Sethy, and Glatz et al., the concept of self-efficacy derives from Bandura's social cognitive theory.<sup>85</sup> Hence, many researchers accepted self-efficacy as a significant contribution of Bandura to academics.<sup>86</sup> In social learning theory, Bandura defined self-efficacy as the ability of individuals to judge their capabilities to organize and execute courses of action required to achieve a desired goal.<sup>87</sup>

According to Bandura's theory, it is insufficient only to acquire skills and abilities to perform tasks. Individuals must also believe they can accomplish these goals even in complex settings. Thus, effective functioning, skill, and belief in efficacy are necessary since both factors influence each other.<sup>88</sup> Self-efficacy is shaped by information from sources: mastery experience, vicarious experience, social persuasion, and physiological and affective states.<sup>89</sup> Thus, it is important to boost the self-esteem of street children because it is a necessary component of education. When this occurs, these children will be proud of themselves and be able to achieve their goals and objectives. Hence, self-efficacy motivates, energizes, and stimulates cognition. These children will have the ability to make prudent and growth-promoting choices.<sup>90</sup> Moreover, they will likely broaden their horizons and persist with tasks even in difficulties.<sup>91</sup> According to Khampirat, self-efficacy frequently assists students in developing their resilience and fosters their overall positive development.<sup>92</sup> Alem and Laha (2016) opined that promoting the social well-being of street children is important.<sup>93</sup>

<sup>83</sup> Albert Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," *Advances in Behaviour Research and Therapy* 1, no. 4 (January 1, 1978): 139–61, [https://doi.org/10.1016/0146-6402\(78\)90002-4](https://doi.org/10.1016/0146-6402(78)90002-4).

<sup>84</sup> Virginia Koutroubas and Michael Galanakis, "Bandura's Social Learning Theory and Its Importance in the Organizational Psychology Context," *Journal of Psychology Research* 12, no. 6 (June 28, 2022), <https://doi.org/10.17265/2159-5542/2022.06.001>.

<sup>85</sup> Khageswar Bhati and Tejaswini Priyadarshini Sethy, "Self-Efficacy: Theory to Educational Practice », " *The International Journal of Indian Psychology* 10, no. 1 (2022): 1123–28, <https://ijip.in/articles/self-efficacy-theory-to-educational-practice/>; Terese Glatz et al., "A Systematic Review of Parental Self-Efficacy Among Parents of School-Age Children and Adolescents," *Adolescent Research Review* 9, no. 1 (March 16, 2024): 75–91, <https://doi.org/10.1007/s40894-023-00216-w>.

<sup>86</sup> Jeannette L. Nolen, "Albert Bandura | Biography, Theory, Experiment, & Facts | Britannica," accessed September 2, 2025, <https://www.britannica.com/biography/Albert-Bandura>.

<sup>87</sup> Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change"; A Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory*, Prentice-Hall Series in Social Learning Theory (Prentice-Hall, 1986), <https://books.google.co.id/books?id=HJhqAAAAMAAJ>.

<sup>88</sup> Nolen, "Albert Bandura | Biography, Theory, Experiment, & Facts | Britannica."

<sup>89</sup> Virginia Koutroubas and Michael Galanakis, "Bandura's Social Learning Theory and Its Importance in the Organizational Psychology Context."

<sup>90</sup> Joyce Neroni et al., "Academic Self-Efficacy, Self-Esteem, and Grit in Higher Online Education: Consistency of Interests Predicts Academic Success," *Social Psychology of Education* 25, no. 4 (August 2, 2022): 951–75, <https://doi.org/10.1007/s11218-022-09696-5>.

<sup>91</sup> Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change."

<sup>92</sup> Buratin Khampirat, "The Relationship between Paternal Education, Self-Esteem, Resilience, Future Orientation, and Career Aspirations," ed. Geilson Lima Santana, *PLOS ONE* 15, no. 12 (December 8, 2020): e0243283, <https://doi.org/10.1371/journal.pone.0243283>.

<sup>93</sup> Alem and Laha, "Livelihood of Street Children and the Role of Social Intervention: Insights from Literature Using Meta-Analysis."



Brummelman and Sedikides (2020) affirmed the importance of boosting children's self-efficacy.<sup>94</sup> As noted previously, encouragement and motivation foster self-efficacy. Hence, positive and meaningful feedback from educators and social workers could further increase efficacy among street children. According to this theory, students can learn skills and behaviors by observing others. Peer modeling among students can assist street children in making prudent choices.

## Discussion

### Street Children: The Anomaly in Education

An anomaly refers to something different, abnormal, peculiar, and not easily classified, and is a total deviation from the norm. The research indicates that this is a summary of street children. On the one hand, they are normal human beings. On the other hand, they are an anomaly. The above-mentioned speaks about the merits of inclusive education, and some researchers presented models of educating children on the streets. While these suggestions are noble, they do not adequately address the educational needs of street children. These children are stigmatized, and that scar is seemingly difficult to erase.

These various forms of prejudice grossly prohibit and obstruct their education, whether in mainstream classes or on the streets. These vulnerable children continue to experience numerous challenges because of stigmatization and prejudice. The deep scar of stigmatizing labeling is highly profound and almost fatal. Thus, although noble and significant, education is not their priority but survival and combating prejudice and discrimination. This author advocates that the constant prejudices that these children often face ought to be diminished. Olsson opined that this stigma is consistent with their lives because when they are on the streets or in some rehabilitation program, they experience discrimination, and this does not foster education.<sup>95</sup> Khan and Loewenson opined that the term stigma had its genesis in ancient Greece, since during that time, slaves and criminals were branded to show that they were outcasts.<sup>96</sup> Khan and Loewenson further mentioned that the mark of shame can be internal or external.<sup>97</sup> Parker and Aggleton also believed that this mark is a profoundly anchored social and cultural fabric of society and is devastating because it diminishes and discredits individuals.<sup>98</sup> Thus, the anomaly of street children becomes more compounded. Moncrieffe noted that branding is negative because it stigmatizes, dehumanizes, and discriminates against others.<sup>99</sup> It is against this background that these children exist. Thus, the

<sup>94</sup> Eddie Brummelman and Constantine Sedikides, "Raising Children With High Self-Esteem (But Not Narcissism)," *Child Development Perspectives* 14, no. 2 (June 26, 2020): 83–89, <https://doi.org/10.1111/cdep.12362>.

<sup>95</sup> Sandra Olsson, "Once a Lion – Never a Cat? A Minor Field Study of Former Street Children's Experiences of Stigma and Sustainable Resettlement Methods in Kampala, Uganda," November 8, 2013, <https://gupea.ub.gu.se/handle/2077/34361>.

<sup>96</sup> Naira Khan and Rene Loewenson, "Guidelines for Reducing Stigma and Discrimination and Enhancing Care and Support For People Living with HIV and AIDS by Training and Research Support Centre (Zimbabwe) Commissioned by SANASO with Support from the European Commission," 2005.

<sup>97</sup> Khan and Loewenson.

<sup>98</sup> Richard Parker and Peter Aggleton, "HIV and AIDS-Related Stigma and Discrimination: A Conceptual Framework and Implications for Action," *Social Science & Medicine* 57, no. 1 (July 2003): 13–24, [https://doi.org/10.1016/S0277-9536\(02\)00304-0](https://doi.org/10.1016/S0277-9536(02)00304-0).

<sup>99</sup> Joy Moncrieffe, "The Power of Stigma: Encounters with 'Street Children' and 'Restavecs,'" *IDS Bulletin* 37, no. 6 (November 2006): 34–46, <https://doi.org/10.1111/j.1759-5436.2006.tb00321.x>.

various educational programs geared to assist them are challenging to implement and sustain because the principal cause, stigmatization, cannot be easily addressed.<sup>100</sup>

It must be noted that homeless children have objectives, perspectives, vision, and ambitions. With the support of literature, this study highlights that although there is hope for these children, it is seemingly impossible to assist them. This is chiefly because the negative perceptions about these children continue to form a part of their lives, and it is not easy to view them differently. It can be mentioned that because they are marginalized for life, their hope of reintegration is minimal and sometimes non-existent. This researcher argues that even without stigmatization and negative labels, the mere fact that these children are homeless seriously convolves in this process. It must be borne in mind that on the streets these children are regularly exposed to illicit substances, alcohol, and sexual abuse. They are frequently beaten and scavenge in the garbage, begging, stealing, or doing the most menial tasks, which in many cases deny them an everyday life in comparison to other children who have families. Thus, the stigma and prejudice that they face daily make them more vulnerable and averse to any form of rehabilitation. This is mainly because they are concerned with survival on the streets, and accepting another form of life is rejected.

It is a fact that several scholars have produced pertinent literature that critically analyzes street children. They have also offered numerous recommendations and programs to remove these children from the street and reintegrate them into society. While there is merit in incorporating and including them into society, branding is a tremendous challenge. In general, homeless children are habitually stigmatized, labeled, and discriminated against. These various forms of prejudice grossly prohibit and obstruct the rehabilitation process. These children encounter several challenges because of branding and prejudice as they continue to survive in a society that completely rejects and frequently considers them worthless. The prejudices that these children regularly encounter ought not to be diminished. It is interesting to note that they are rejected by society for life. This only makes them more vulnerable.

## CONCLUSION

Although complex, it is important to ensure that street children are adequately educated. Thus, educators need to incorporate more strategies in education to positively mold their lives and augment the self-esteem of street children. This requires institutional support such as collaborative teaching teams, comprehensive inclusion policies, and targeted professional development to underpin the practical enactment of sound educational practices and help to mitigate stigma. These factors create a meaningful cycle that fosters positive reinforcement strategies, bolsters academic behaviors, and enhances socio-emotional well-being, sustaining confidence and engagement among street children. Despite these promising conceptual insights, this review is limited by its reliance on secondary sources and the absence of original data collection or statistical analysis. The synthesis reflects

<sup>100</sup> Catherine Panter-Brick, "Street Children, Human Rights, and Public Health: A Critique and Future Directions," *Annual Review of Anthropology* 31, no. 1 (October 2002): 147–71, <https://doi.org/10.1146/annurev.anthro.31.040402.085359>.

literature published only up to December 2024, potentially overlooking more recent developments, and variations in how teaching and learning and street children are defined across studies restrict direct comparability. Moreover, contextual factors such as cultural norms or socioeconomic disparities that may moderate the effects of inclusive practices were not examined. To address these limitations, future research should employ empirical methodologies, including longitudinal, experimental, and mixed methods designs, and incorporate the perspectives of street children, educators, and significant others via interviews, focus groups, or surveys. Such studies would provide the evidence base to refine inclusive strategies, ensure cultural responsiveness, and translate theoretical ideals into transformative educational practice.

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